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OCCUPATIONAL NEEDS FOR VOCATIONAL AND TECHNICAL EDUCATION FOR
NEW MEXICO. SUMMARY.

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UNIVERSITY PARK, SANTA FE

THIS STATEWIDE OCCUPATIONAL STUDY WAS ACCOMPLISHED
THROUGH PERSONAL INTERVIEWS OF 10,096 BUSINESSES AND
INDUSTRIES IN 32 TOWNS AND CITIES IN NEW MEXICO. TABULAR DATA
ARE PRESENTED FOR EACH OF THESE NEW MEXICO POPULATION CENTERS
WITH A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS IN
DISTRIBUTIVE EDUCATION, OFFICE EDUCATION, TRADE AND INDUSTRY,
AGRICULTURAL EDUCATION, AND HOME ECONOMICS. PRESENT AND
PROJECTED OCCUPATIONAL NEEDS BY JOB TITLE ARE GIVEN FOR EACH
VOCATIONAL AREA. ESTIMATED OCCUPATIONAL NEEDS IN THE FIVE
AREAS ARE-- (1) PRESENT, 2,477, (2) IN THE NEXT 5 YEARS,
33,951, (3) TURNOVER, 32,301, AND (4) TOTAL, 68,729. DETAILED
INFORMATION CONCERNING SPECIFIC POPULATION CENTERS IS
AVAILABLE IN REPORTS FOR EACH CENTER. (PS)

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March, 1966

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Conducted by New Mexico State University, University Park,
New Mexico, in cooperation with the Division of Vocational
Education, State Department of Education, Santa Fe, New Mexico

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FOREWORD

The statewide occupational study presented in summary form in this report represents needs indicated by more than 11,000 New Mexico firms and businesses which were contacted through personal interviews. Detailed reports for each of the 32 population centers were compiled and distributed separately by State Director of Vocational Education, Dr. M. G. Hunt.

It may be seen that present and projected vocational needs exceed 68,000 persons. The results of the study present a vital need for expanded vocational programs in New Mexico.

The co-directors wish to thank Mr. John E. Uxer, Mr. William Barnes and Mr. Loyd R. Hughes; graduate assistants who assisted in finalizing certain aspects of the study. A special note of appreciation is expressed to Dr. M. G. Hunt, State Director of Vocational Education for his cooperation, and to Mrs. Wanda Champion who served as secretary and typist for the duration of the project.

D. S. Willey and J. D. McComas
Co-Directors
Statewide Occupational Study

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BACKGROUND FOR THE STUDY

The Panel of Consultants on Vocational Education, organized at the request of the President in 1961 to review legislation regarding vocational education and to make recommendations for improving and redirecting the program, reported several general observations concerning research in vocational education:¹

1. Much of the research has been applied research.
2. Little attention has been paid to research in the basic sciences and disciplines that underlie vocational education, such as the psychology of learning specific manipulative and technical skills, human relations in occupational settings, and the like.
3. There has been little experimental research under controlled conditions.
4. A considerable amount of the research has been somewhat superficial, with little depth or penetration. The gathering and classification of the data have absorbed so much energy that little was left for reflective thinking with respect to the meaning of the data collected.
5. Although most of the research has been local in scope, with relatively little value outside the local area, a number of large-scale cooperative projects have been undertaken involving more than one State. Leadership for some of these studies has come from the U.S. Office of Education.
6. Vocational education has utilized but little the resources available under the broad cooperative research program of the Office of Education.
7. The reports of many studies have had limited circulation, perhaps through lack of a suitable medium for publishing the research findings and because of limited editions of published studies.

In their criticism of vocational educators for their failure to produce research of an evaluative type, the Panel emphasized the need for comprehensive research programs in vocational education at the local, statewide, regional, or nationwide levels. These studies should cover all the fields of vocational education and deal with critical aspects within the various types of programs in these fields.

¹Education for a Changing World of Work, Report of the Panel of Consultants on Vocational Education, U.S. Government Printing Office, Washington: 1963, p. 197.

The need for research in vocational education has long been recognized. The Smith-Hughes Act of 1917 and subsequent acts have continued the availability of Federal funds for purposes of research in vocational education. In the current revision of the rules and regulations for the administration of vocational education, reference is made to research, as follows:²

102.29 Research, studies, investigations, and experimentations. --

(a) Expenditures may be made under the State plan for research that will function directly in the furtherance of any or all of the federally aided fields of vocational education, when such research is conducted as a part of a State program of administration, supervision, or teacher training.

The three principal Federal offices now supporting research in vocational education are the Office of Manpower, Automation and Training of the Department of Labor (OMAT), the Bureau of Educational Research and Development, and the Division of Vocational and Technical Education of the U.S. Office of Education. The third office has a specific responsibility for research on vocational education.

In the Vocational Education Act of 1963, Congress has stipulated that a specified portion of allotted funds for educational programs be used for new research and pilot programs.

Community surveys. In a guest editorial written for an industrial education periodical, Francis Keppel, U.S. Commissioner of Education, stressed the need for school administrators to develop a closer relationship with the out-of-school world in determining manpower needs and job opportunities. Commissioner Keppel advocated educators involving themselves closely with local business and industrial

²Office of Education, Administration of Vocational Education, Bulletin No. 1, Revised 1958, Washington: U.S. Department of Health, Education, and Welfare, 1958, p.8.

and labor organizations to plan vocational programs geared to the needs of the community.

He further stated:³

The Vocational Education Act of 1963 comes at a time of great challenge to vocational education--a field which unfortunately has often had second-class status. It can be given that status no longer, for vocational education must play a primary role in dealing with problems arising from the major shift of population from rural to urban areas, from the tremendous growth of our labor force, from the demand for equality of economic and social opportunity for all our citizens, and from changing patterns in the labor market itself. Never has the need been more urgent for vocational education to be in tune with the times.

Educators are confronted by a number of vital questions: What kinds of programs are needed for effective training to meet industry's changing needs? What qualifications should we seek in vocational teachers? How effective are the teaching aids we now employ? How can we develop curriculums better suited to the individual? How shall we train today for tomorrow's employment?

These challenges and questions should bring forth the best we have to offer in updating our vocational-education system. Local and state personnel will have to be more flexible and more determined to take advantage of the opportunity offered by Public Law 88-210. We must re-examine our traditional ways of thinking and adapt to the demands of the times. There must be a willingness to scrap old ideas that can't fit current needs.

This Act breaks away from the rigid categories of past legislation and gives educators greater flexibility than ever before in providing opportunity for effective vocational education and training.

Byrl R. Shoemaker, Director of Vocational Education, State Department of Education, Columbus, Ohio, presented a timely review of procedures for involving the community in needs studies and program development in an article written for the National Association of Secondary-School Principals Bulletin this year. In order to involve community groups and to gather facts recommended as a basis for decisions,

³Francis Keppel, "New Perspectives", School Shop, April, 1964, No. 8, p.2.

the Ohio state department devised a survey procedure based upon:⁴

1. Involvement of one or more staff members of each of the vocational services represented in our State Division of Vocational Education, and local committees for each of the vocational services.
2. Concentration of effort over a six to eight week period of time.
3. Major involvement of the administrators of the local schools in the organization and conduct of the survey.
4. Involvement of the students.
5. Involvement of the leaders from business, industry, agriculture and the homes.
6. Involvement of the Boards of Education in analysis of survey results.

Thirty surveys of this type have been conducted in Ohio. The results are serving as the basis for the organization of area vocational education programs and for the expansion of existing vocational programs. The survey provides information about the vocational programs that should be offered and also informs school administrators, school boards, industry, business agriculture, students and some parents about the purpose, organization, and operation of vocational programs and procedures for establishing or expanding a program.

In 1959, the New Mexico State Employment Service in cooperation with the Vocational Study Committee of the Albuquerque Public Schools and the Greater Albuquerque Chamber of Commerce, completed a skill and training survey for greater Albuquerque. The major purpose of the study was to develop statistical information regarding current and future occupational demands to provide an objective basis for recommendations regarding vocational training. The report was released in February, 1960, and reflected the industrial composition and non-agricultural salaried employment for that area.

⁴Byrl R. Shoemaker, "Involving the Community in Needs Studies and Program Development", The Bulletin of the National Association of Secondary School Principals, No. 301, May, 1965, pp. 113-123.

In Suffolk County, Long Island, New York, an area with extremely rapid population growth, all public-school districts, with the aid of the state education department, financed and conducted a county-wide study of vocational needs during the 1961-62 school year. The study report, published in January, 1962, revealed that high-school students' desires for occupational training, together with employers' needs for skilled personnel, warranted a program for training a minimum of 4,000 students in more than 20 occupational fields.

Another significant item of information revealed by the Suffolk County survey was that a great number of parents of high-school students indicated that they, too, were in need of further occupational training. The new Lewis A. Wilson area center of technology and education opened in September, 1963, as a result of a long-range plan for providing quality programs in vocational education.⁵

Statewide surveys. The most recent statewide surveys of vocational education needs have been in Ohio, Connecticut, Oregon, Illinois, California, Florida, North Carolina and Utah. Numerous other states plan to conduct surveys as part of justification requirements for area-vocational schools under the Vocational Education Act of 1963.

Nationwide surveys. There have been no recent nationwide studies of vocational education; however, a study of vocational-technical training for industrial occupations reported in 1944 is still considered a reference source.⁶

Dr. William Mortimer, Utah State University, Logan, Utah, visited thirty

⁵Gordon Law, "Area School: Getting the Most for the Educational Dollar", School Shop, loc. cit., p. 57.

⁶Vocational-Technical Training for Industrial Occupations. Washington: U.S. Government Printing Office, 1944.

states during 1964 making observations within state vocational departments for a report on current vocational-technical programs to be published this year.

A handbook of suggested techniques for conducting community occupational surveys and follow-up studies was issued by Mississippi State College in 1953 and has received wide circulation.

Vocational Counseling. Guidance and counseling, especially vocational, was given new emphasis by the National Defense Education Act of 1958 (and extended for three years by the Vocational Education Act of 1963) which grants Federal assistance for establishing, maintaining, and improving guidance, counseling, and testing programs in public secondary schools. In 1962, the U.S. Office of Education estimated there were 16,000 full-time, 10,000 half-time, and 10,000 less than half-time secondary school counselors, plus 500 elementary school counselors.⁷ In stressing that the total falls far short of meeting the needs of the nation's public school children, Olson expressed a strong plea for systematic vocational programs to be organized for optimal utilization of manpower.⁸

To reduce the dropout rate, Chicago instituted seven vocational and guidance centers, enrolling 1,477 elementary school pupils fifteen years old and over. All were afforded extensive vocational guidance. In October, 1963, Simeon stated that 75 per cent of those potential dropouts moved into high school.⁹

In a similar situation in New York City, it was concluded that the experimental

⁷Occupational Outlook Handbook, Bulletin No. 1375, Bureau of Labor Statistics, 1963-64.

⁸R. F. Olson, "Employment Persuasion: Vocational Counseling Meets Manpower Needs", Phi Delta Kappan, No. 8, April, 1965, pp. 388-390.

⁹Neal F. Simeon, "Chicago's Vocational Guidance and Vocational and Educational Centers", Chicago Schools Journal, Vol. 45, October, 1963, pp. 15-21.

group exhibited a greater realism and maturity in job planning than did a controlled group.

In an address before the American Personnel and Guidance Association convention this year, Smith posed three questions with regard to counselor responsibility in vocation education:¹⁰

1. Do counselors recognize the needs of students regarding plans?
2. Do counselors function in such a way that they will be identified as qualified personnel to give assistance in vocational planning?
3. Are counselor training institutions adequately emphasizing the function of the counselor and his relationship to the field of vocational education?

In the discussion following his address, Smith expressed his concern for the tendency of counselors to either spread themselves thin attempting to cover several areas of responsibility or to identify themselves with one function and ignore the others. Also, Smith attempted to identify some of the problems that the counselor faces in creating a correct perception of his role.

Martinson and Winborn identified the major problems as: (1) the assumption of any task to gain acceptance in school; (2) striving to please--a popularity contest; and (3) experiencing conflicts and roles stemming from past experience as a teacher.¹¹

The problem therefore seems to be one of not whether guidance services and vocational education are in agreement but whether counseling and counselors

¹⁰Richard M. Smith, an address at the APGA convention in Minneapolis, Minnesota, April 13, 1965.

¹¹W.D. Martinson and B.B. Winborn, "Are We Our Own Worst Enemies?", School Counselor, No. 12, pp. 85-88.

in particular have a responsibility in this area of vocational education.

In an article directed to secondary principals, Hoyt stated that far too many counselors are still largely ignorant of the multitude of educational and training opportunities that vocational education students should be considering.¹² Vocational education students graduating from high school in 1965 must be prepared to think about a decision to continue their education in:

1. an area vocational school
2. a Manpower Development Training Act program
3. one of the several programs operated as part of the Economic Opportunity Act
4. a private trade, technical, or business school
5. an on-the-job or apprenticeship program
6. an armed forces training program.

In pointing out to secondary principals and counselors that a majority of students completing high school vocational education programs must consider some specific skill training beyond the high school before seeking to enter today's labor market, Hoyt presented four challenges to the high school counselor: (1) the challenge of commitment to vocational education; (2) the challenge to maintain the unity of guidance and not establish a dual system of guidance for "vocational" and "academic" programs; (3) the challenge to increase counselor knowledge; and (4) the challenge to help students beyond the high school.¹³

¹²Kenneth B. Hoyt, "New Challenges for Guidance in Vocational Education" The Bulletin, loc. cit., P. 139.

¹³Ibid, p. 134.

Area school construction. Michael Russo, Residential Schools Specialist, U.S. Office of Education outlined the basic steps to planning an area vocational school under the provisions of the Vocational Education Act of 1963 whereby Federal matching funds are available to the States to assist in construction. These funds may be used to support the cost of construction of classrooms and related school facilities, for initial equipment, and building sites. Such construction may include new buildings and the expansion, remodeling, or alteration of existing structures, as well as site grading and improvement.¹⁴

The various State boards have the responsibility for approving the projects of the local educational agency. The need for the project will depend on the size and nature of the geographic area to be served, the number of high school students in that area, and the number and types of training agencies already available to those students.

The area vocational school is designed to provide vocational education to persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market. Vocational education should be provided for in no less than five different occupational fields. Each state agency has the responsibility to establish priorities for the use of funds.

Manpower training. The Manpower Development and Training Act, enacted in 1962, provides not only a nationwide training program for unemployed or under-

¹⁴Michael Russo, "Area School Construction Under the Vocational Education Act", American Vocational Journal, January, 1965, pp. 14-16.

employed workers, but also provides a broad and extensive manpower research program. The nation was spending more than \$300 million on this program in the fiscal year, 1964-1965. By January of 1965, the total number of individuals approved for the MDTA training program was 374,000.¹⁵

There are three component parts to the program: (1) the Institutional Program--to equip unemployed workers with specific skills for available jobs; (2) On-the-Job Training--direct in-plant training to meet immediate skill development objectives; and (3) the Experimental and Demonstration phase--to assist poorly educated, unmotivated, and handicapped workers to learn something about their liabilities. Some 57,000 unemployed workers had received various forms of assistance through the E and D phase as of the beginning of the year 1965.

The Neighborhood Youth Corps, administered by the U.S. Department of Labor, is providing youth with job opportunities to earn money to remain in school and to begin preparation for a steady job. The Area Redevelopment Act of 1961 has its own specific provisions for the training and retraining of workers in "depressed areas". To date, over 40,000 people have been approved for such training.

Apprenticeship. Too often there is little relationship between the vocational education program of the schools and the apprenticeship programs operated by management and controlled by organized labor.

¹⁵John C. Donovan, "Implications of Manpower Training for American Education", Phi Delta Kappan, loc. cit., pp. 366-369.

The cost of training apprentices is high, and often unionism is associated with nepotism.

Kohler summarizes the problem in these words:¹⁶

Apprentice training can begin at eighteen, but in practice most apprentices start much later, the average age is twenty-four, and the nepotism that prevails in unions precludes any significant number of youth from getting their training through apprenticeship. Here again most youthful workers excluded.

Research. The startling facts and figures in Venn's study foster a critical reexamination of the American educational system. For example, 35 per cent of our students leave school during their high school days; 45 per cent never enroll in education beyond the high school; and 40 per cent leave after entrance to college. One-fifth of youth under 21 are unemployed; one million who left school are out of work, including 30 per cent of the dropouts and 15 per cent of high school graduates.¹⁷

In calling attention to the need for research in the vocational field, the Panel of Consultants has stimulated a renewed interest in basic research, and in its path, rapidly-accumulating literature.

¹⁶Mary Conway Kohler, Excluded Youth: Idle or Trained? Washington, D.C.: Center for Metropolitan Studies, June, 1962, p.3.

¹⁷Grant Venn, Man, Education and Work. Washington, D.C.: The American Council on Education, 1964.

Method for the Study

The statewide occupational study was authorized by Dr. M.G. Hunt, State Director of Vocational Education and The State Board of Education in November, 1964. The need for the study was strongly supported by the New Mexico Department of Employment Security. The study was contracted to the New Mexico State University with Drs. D.S. Willey and J.D. McComas serving as Co-Directors.

The scope of the study included 31 population centers which were selected to provide geographical, representative sizes in population, and businesses and industrial diversification. The statewide study was preceded by an occupational study of Las Cruces conducted by Dowell H. Williams. The Las Cruces study was conducted and financed jointly by New Mexico State University and the Mesilla Valley Chamber of Commerce.

The 31 towns surveyed included: Farmington, Taos, Los Alamos, Raton, Clayton, Springer, Las Vegas, Santa Fe, Espanola, Gallup, Grants, Santa Rosa, Tucumcari, Clovis, Portales, Lovington, Hobbs, Carlsbad, Artesia, Roswell, Albuquerque, Ruidoso, Cloudcroft, Alamogordo, Silver City, Deming, Lordsburg, Truth or Consequences, Socorro, Belen and Los Lunas.

A statewide meeting of Chambers of Commerce and school administrators was held at New Mexico Institute of Mining and Technology, Socorro, New Mexico in December, 1964. The purpose of the meeting was to orient these key personnel as to the need for and anticipated procedures in implementing the statewide study. Twenty-eight of the 31 towns included in the study were represented at the Socorro meeting.

The study was accomplished through the use of personal interviews.

Interviewers were trained under the direction of the two full-time project leaders, Mr. Bosko Krivokapich and Mr. Edward J. Downing. Mr. Krivokapich had some 14 years of previous experience as a vocational teacher in New Mexico and Arizona. Mr. Downing previously served in the U.S. Army as a Lieutenant Colonel and had completed graduate work in guidance and counseling at New Mexico State University.

Interviewers in the respective towns were secured from various civic and service organizations such as; Parent-Teachers Associations, professional fraternities and sororities, church sponsored organizations, and non-affiliated, interested citizens. Interviewing technique training sessions were conducted in all towns by the project leaders. A sponsoring organization was identified for each town and honorariums paid to the organization for interviewing services performed.

Project leaders visited each town in preparation for the interviewing of business, professional and industrial concerns. Excellent cooperation was realized from the Chamber of Commerce, school administrators, radio, television and press in publicizing the need and importance of the study. In general, cooperation from firms and businesses interviewed was excellent. Cover letters introducing project leaders were provided by Governor Jack M. Campbell. Local letters of introduction were issued by the respective chambers of commerce.

Data for the study were classified as to the respective vocational divisions in order to be useful to state supervisors of vocational education and local school personnel in planning for immediate and projected needs.

The Burroughs 220 Computer at the Physical Science Laboratory of New Mexico State University was used to process all data for the study. Mr. David C. Hall supervised the programming and processing of the data and served as a consultant.

The process of the statewide study presented an enormous challenge. Efforts were made to survey all businesses and firms within the limits of each town or city. A complete listing of businesses was not available from a central source. A total listing and location of firms were realized through city and telephone directories, and information provided by chambers of commerce and school administrators.

Additionally, new groups of interviewing personnel had to be secured for each city. Larger cities presented problems in communication and publicity. Independent studies concurrently conducted by federal and state agencies posed problems and in some instances caused confusion as to sponsoring agencies.

The magnitude of the study is reflected in the number of firms contacted, for example, approximately 600 firms were interviewed in Roswell with almost 3,000 different firms contacted in the city of Albuquerque. A total of 10,096 interviews were conducted in the combined 32 towns and cities of the statewide study.

Vocational classifications presented in the study may exhibit some inconsistency as state supervisors were unable (prior to the study) to identify all possible types of positions within their division. Furthermore, the area of Office and Business Occupations was in a developmental stage, being newly created from its former parent group of Distributive Education. Recent federal legislation

concerning changes in occupational education in Home Economics and Agriculture added to the complexity of classifying positions according to appropriate vocational specialities.

CHAPTER III
Composite Data by Towns and Geographical Areas

TABLE 1
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR FARMINGTON

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	11	184	268	463
Office Education	3	187	230	420
Trade and Industry	59	400	1664	2123
Agricultural Education	0	28	10	38
Home Economics Education	0	33	154	187
Total	73	832	2326	3231

TABLE 2
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR TAOS

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	1	81	38	120
Office Education	1	58	34	93
Trade and Industry	12	99	54	165
Agricultural Education	0	6	2	8
Home Economics Education	4	52	36	92
Total	18	296	164	478

TABLE 3
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR LOS ALAMOS

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	8	88	91	187
Office Education	27	184	136	347
Trade and Industry	78	351	281	710
Agricultural Education	4	4	3	11
Home Economics Education	0	16	47	63
Total	117	643	558	1318

TABLE 4
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR RATON

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	5	66	37	108
Office Education	4	113	78	195
Trade and Industry	29	191	216	436
Agricultural Education	0	2	9	11
Home Economics Education	6	58	66	130
Total	44	430	406	880

TABLE 5
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR CLAYTON

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	0	4	3	7
Office Education	0	8	2	10
Trade and Industry	5	19	2	26
Agricultural Education	0	0	0	0
Home Economics Education	3	13	0	16
Total	8	44	7	59

TABLE 6
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR SPRINGER

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	0	16	22	38
Office Education	5	22	24	51
Trade and Industry	52	42	9	103
Agricultural Education	0	7	6	13
Home Economics Education	2	11	26	39
Total	59	98	87	244

TABLE 7
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR LAS VEGAS

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	2	67	105	174
Office Education	15	94	88	197
Trade and Industry	56	187	270	513
Agricultural Education	0	3	5	8
Home Economics Education	14	58	78	150
Total	87	409	546	1042

TABLE 8
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR SANTA FE

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	27	214	295	536
Office Education	153	117	149	419
Trade and Industry	90	331	279	700
Agricultural Education	25	3	24	52
Home Economics Education	10	61	227	298
Total	305	726	974	2005

TABLE 9
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR ESPANOLA

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	7	37	166	210
Office Education	3	51	31	85
Trade and Industry	15	81	116	212
Agricultural Education	0	0	12	12
Home Economics Education	0	33	94	127
Total	25	202	419	646

TABLE 10
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR GALLUP

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	13	272	334	619
Office Education	28	214	216	458
Trade and Industry	92	637	621	1350
Agricultural Education	1	30	9	40
Home Economics Education	16	106	135	257
Total	150	1259	1315	2724

TABLE 11
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR GRANTS

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	10	114	522	646
Office Education	4	77	178	259
Trade and Industry	15	286	677	978
Agricultural Education	0	0	36	36
Home Economics Education	1	125	159	285
Total	30	602	1572	2204

TABLE 12
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR SANTA ROSA

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	-*	-*	-*	-*
Office Education	-	-	-	-
Trade and Industry	-	-	-	-
Agricultural Education	-	-	-	-
Home Economics Education	-	-	-	-
Total	-	-	-	-

*These questions were not asked.

TABLE 13
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR TUCUMCARI

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	7	28	34	69
Office Education	5	12	49	66
Trade and Industry	7	48	244	299
Agricultural Education	2	8	16	26
Home Economics Education	2	10	64	76
Total	23	106	407	536

TABLE 14
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR CLOVIS

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	36	286	430	752
Office Education	21	188	189	398
Trade and Industry	36	523	1211	1770
Agricultural Education	10	138	123	271
Home Economics Education	7	150	310	467
Total	110	1285	2263	3658

TABLE 15
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR HOBBS

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	22	314	331	667
Office Education	2	147	139	288
Trade and Industry	31	348	485	864
Agricultural Education	0	15	10	25
Home Economics Education	1	90	38	129
Total	56	914	1003	1973

TABLE 16
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR CARLSBAD

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	12	203	352	567
Office Education	22	173	236	431
Trade and Industry	41	487	780	1308
Agricultural Education	0	18	29	47
Home Economics Education	4	76	265	345
Total	79	957	1662	2698

TABLE 17
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR PORTALES

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	3	48	114	165
Office Education	3	63	102	168
Trade and Industry	4	84	240	328
Agricultural Education	0	25	18	43
Home Economics Education	1	32	47	80
Total	11	252	521	784

TABLE 18
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR LOVINGTON

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	3	63	134	200
Office Education	1	73	83	157
Trade and Industry	18	181	343	542
Agricultural Education	0	11	23	34
Home Economics Education	12	38	43	93
Total	34	366	626	1026

TABLE 19
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR ARTESIA

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	5	82	60	147
Office Education	5	58	69	132
Trade and Industry	3	113	194	310
Agricultural Education	0	6	5	11
Home Economics Education	1	36	23	60
Total	14	295	351	660

TABLE 20
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR ROSWELL

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	45	438	527	1010
Office Education	21	251	212	484
Trade and Industry	45	1128	863	2036
Agricultural Education	52	93	57	202
Home Economics Education	24	551	285	860
Total	187	2461	1944	4592

TABLE 21
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR ALBUQUERQUE

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	106	1803	1472	3381
Office Education	91	5048	2376	7515
Trade and Industry	311	7604	4532	12447
Agricultural Education	13	124	148	285
Home Economics Education	68	907	801	1776
Total	589	15486	9329	25404

TABLE 22
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR RUIDOSO

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	0	80	53	133
Office Education	4	8	15	27
Trade and Industry	2	16	26	44
Agricultural Education	0	0	0	0
Home Economics Education	0	3	23	26
Total	6	107	117	230

TABLE 23
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR CLOUDCROFT

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	1	4	4	9
Office Education	0	3	3	6
Trade and Industry	1	36	39	76
Agricultural Education	0	1	15	16
Home Economics Education	1	1	1	3
Total	3	45	62	110

TABLE 24
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR ALAMOGORDO

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	18	173	320	511
Office Education	2	121	89	212
Trade and Industry	12	219	428	659
Agricultural Education	0	26	16	42
Home Economics Education	1	45	261	307
Total	33	584	1114	1731

TABLE 25
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR SILVER CITY

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	3	83	69	155
Office Education	1	121	224	346
Trade and Industry	99	438	737	1274
Agricultural Education	0	22	13	35
Home Economics Education	0	22	12	34
Total	103	686	1055	1844

TABLE 26
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR DEMING

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	3	19	27	49
Office Education	2	40	25	67
Trade and Industry	2	79	40	121
Agricultural Education	0	11	8	19
Home Economics Education	0	9	27	36
Total	7	158	127	292

TABLE 27
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR LORDSBURG

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	7	36	94	137
Office Education	2	23	36	61
Trade and Industry	5	65	179	249
Agricultural Education	0	2	1	3
Home Economics Education	1	22	154	177
Total	15	148	464	627

TABLE 28
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR TRUTH OR CONSEQUENCES

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	3	14	65	82
Office Education	1	30	50	81
Trade and Industry	9	137	120	266
Agricultural Education	0	2	0	2
Home Economics Education	0	34	64	98
Total	13	217	299	529

TABLE 29
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR SOCORRO

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	2	46	73	121
Office Education	3	42	86	131
Trade and Industry	13	171	180	364
Agricultural Education	1	6	12	19
Home Economics Education	1	24	59	84
Total	20	289	410	719

TABLE 30
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR BELEN

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	6	35	36	77
Office Education	1	45	33	79
Trade and Industry	35	129	77	241
Agricultural Education	0	1	2	3
Home Economics Education	1	38	21	60
Total	43	248	169	460

TABLE 31
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR LOS LUNAS

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	0	21	13	34
Office Education	0	82	14	96
Trade and Industry	13	246	43	302
Agricultural Education	0	15	3	18
Home Economics Education	7	304	72	383
Total	20	668	145	833

TABLE 32
A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS
FOR LAS CRUCES

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	52	506	344	902
Office Education	36	832	370	1238
Trade and Industry	89	1512	740	2341
Agricultural Education	2	70	52	124
Home Economics Education	16	218	353	587
Total	195	3138	1859	5192

TABLE 33
TOTAL OCCUPATIONAL NEEDS - STATEWIDE STUDY

Summary of 32 Towns in New Mexico

Occupational Division	Vacancies	Needed in Next 5 Years	Turn-Over	Total Needs
Distributive Education	418	5425	6433	12276
Office Education	466	8484	5566	14517
Trade and Industry	1279	16188	15690	33157
Agricultural Education*	110	677	667	1454
Home Economics Education	204	3176	3945	7325
Total	2477	33951	32301	68729

*Includes only those agricultural businesses within the city limits.

TABLE 34
Eleven Vocational Positions in Distributive Education
in Gallup, Grants, and Farmington
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Retail Managers	3	67	57	127
Sales Managers	0	5	8	13
Service Station Managers	2	34	113	149
Salesmen	8	57	136	201
Insurance Salesmen	1	7	5	13
Sales Clerks	14	205	331	550
Routemen	0	30	59	89
Filling Station Attendants	1	53	168	222
Stock Boys	1	70	187	258
Hotel and Restaurant Managers	0	9	23	32
Motel Managers	0	18	18	36
Totals	30	555	1105	1690

TABLE 35
Nineteen Vocational Positions in Office Education
in Gallup, Grants, and Farmington
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Office Managers	4	20	25	49
Bank Cashiers	0	14	12	26
Bookkeepers and Cashiers	5	72	129	206
Posting Clerks	0	5	5	10
General Office Clerks	9	65	94	168
Tellers	0	59	27	86
File Clerks	0	3	5	8
Receptionists and Information Clerks	1	10	26	37
Mail Clerks	0	3	8	11
Office Machine Operators	0	11	16	27
Secretaries	4	83	91	178
Stenographers and Typists	8	22	43	73
Stock Clerks	1	10	16	27
Telephone Operators	0	4	9	13
Financial Institution Managers	0	13	14	27
Checkers	0	15	36	51
Desk Clerks	1	9	8	18
Accounting Clerks	0	12	13	25
File Clerks	0	3	4	7
Totals	33	453	581	1047

TABLE 36
Thirty-Four Vocational Positions in Trade and Industry Education
in Gallup, Grants, and Farmington
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Instructional Aides	30	100	100	230
Draftsmen	0	10	17	27
Beauticians	3	12	17	32
Medical Laboratory Technicians	2	17	12	31
Silversmiths	2	15	4	21
Branch Managers	1	7	6	14
Boiler Operators	4	20	12	36
Service Managers	2	4	14	20
Warehouse Laborers	6	24	35	65
General Foremen	4	3	10	17
Linemen	2	10	21	33
Messengers and Delivery Boys	1	2	21	24
Locker Room Attendants	1	180	72	253
Mail Carriers	0	9	12	21
Barbers	4	5	22	31
Bartenders	7	22	28	57
Waiters and Waitresses	5	32	279	316
Nurses' Aides and Orderlies	1	25	87	113
Janitors	6	74	114	194
Welders	1	51	30	82

TABLE 36
(continued)

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Petroleum Production Occupations	0	10	10	20
Construction Machinery Operators	0	1	26	27
Asbestos Workers	0	23	8	31
Drivers: Bus, Taxi, Truck	25	46	152	223
Riggers	0	0	18	18
Shooters	0	23	12	35
Drillers	0	36	366	402
General Automobile Mechanics	6	69	110	185
Household Appliance Repairmen	2	21	9	32
Maintenance Mechanics	6	56	56	118
Mineral Extraction Foremen	2	21	516	539
Tractor Operators	0	0	15	15
General Laborers	8	66	259	333
Construction Laborers	0	0	17	17
Totals	131	994	2487	3612

TABLE 37
Four Vocational Positions in Agricultural Education
in Gallup, Grants, and Farmington
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Maintenance Mechanics	0	12	2	14
Butchers and Meat Cutters	1	12	7	20
Warehouse Laborers	0	0	16	16
General Foremen	0	11	0	11
Totals	1	35	25	61

TABLE 38
Six Vocational Positions in Home Economics Education
in Gallup, Grants, and Farmington
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Maids and Housemen	0	66	80	146
Cooks	10	90	155	255
Cafeteria Waiters	0	0	14	14
Kitchen Workers	5	93	162	260
Laundry and Cleaning Workers	1	1	11	13
Housekeepers, Stewards and Hostesses	1	10	18	29
Totals	17	260	440	717

TABLE 39
Four Vocational Positions in Distributive Education
in Raton, Clayton, and Springer
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Retail Managers	0	9	3	12
Sales Clerks	3	43	22	68
Stock Boys	0	5	7	12
Filling Station Attendants	1	11	13	25
Totals	4	68	45	117

TABLE 40
Six Vocational Positions in Office Education
in Raton, Springer, and Clayton
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Bookkeepers and Cashiers	4	80	44	128
Checkers	0	4	9	13
General Office Clerks	0	7	14	21
Tellers	0	8	3	11
Secretaries	4	14	15	33
Stenographers and Typists	1	10	10	21
Totals	9	123	95	227

TABLE 41
 Twelve Vocational Positions in Trade and Industry Education
 in Raton, Springer, and Clayton
 Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Waiters and Waitresses	9	43	91	143
Practical Nurses	0	10	6	16
Nurses' Aides and Orderlies	4	13	21	38
Ushers	0	5	6	11
Janitors	1	4	4	9
Welders	0	7	3	10
Painters	1	7	2	10
Drivers: Bus, Taxi, Truck	3	14	24	41
General Automobile Mechanics	10	14	15	39
General Laborers	2	21	20	43
Group Workers	21	6	20	47
Plumbers and Steamfitters	7	19	26	52
Totals	58	163	238	459

TABLE 42
Three Vocational Positions in Agricultural Education
in Raton, Springer, and Clayton
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Grain, Flour, and Feed Millers	0	5	4	9
Drivers: Bus, Taxi, Truck	0	1	3	4
Grain and Feed Mill Laborers	0	0	5	5
Totals	0	6	12	18

TABLE 43
Four Vocational Positions in Home Economics Education
in Raton, Springer, and Clayton
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Maids and Housemen	2	18	9	29
Cooks	7	22	29	58
Kitchen Workers	1	23	30	54
Special Diet Workers	0	10	15	25
Totals	10	73	83	166

TABLE 44
Six Vocational Positions in Distributive Education
in Alamogordo, Cloudcroft, and Ruidoso
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Retail Managers	10	9	13	32
Salesmen	3	24	26	53
Sales Clerks	3	44	50	97
Filling Station Attendants	2	26	250	278
Stock Boys	0	68	28	96
Sales Managers	0	53	3	56
Totals	18	224	370	612

TABLE 45
Sever Vocational Positions in Office Education
in Alamogordo, Cloudcroft, and Ruidoso
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected		Total
		Needs	Turn-Over	
Bookkeepers and Cashiers	0	50	18	68
Secretaries	0	16	30	46
Financial Institution Managers	0	19	17	36
Checkers	3	10	3	16
Tellers	0	6	5	11
General Office Clerks	0	4	8	12
Stock Clerks	3	5	2	10
Totals	6	110	83	199

TABLE 46
Nineteen Vocational Positions in Trade and Industry Education
in Alamogordo, Cloudcroft, and Ruidoso
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Radio Announcers	0	6	4	10
Service Managers	0	4	6	10
Parts Managers	0	4	8	12
Contractors	0	0	21	21
Messengers and Delivery Boys	0	1	9	10
Waiters and Waitresses	2	38	73	113
Barbers	2	1	8	11
Practical Nurses	2	12	3	17
Pin Boys	0	3	32	35
Nurses' Aides and Orderlies	0	25	12	37
Janitors	0	14	10	24
Sheetmetal Workers	0	0	24	24
Brick and Stone Masons and Tile Setters	0	0	75	75
Drivers: Bus, Taxi, Truck	0	14	32	46
General Automobile Mechanics	7	18	34	59
Television Repairmen	0	11	5	16
Warehouse Laborers	0	10	17	27
Clean-Up Men	0	0	15	15
General Laborers	0	4	10	14
Totals	13	165	398	576

TABLE 47
Two Vocational Positions in Agricultural Education
in Alamogordo, Cloudcroft, and Ruidoso
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Animal Caretakers	0	11	7	18
Trades and Services Laborers	0	0	15	15
Totals	0	11	22	33

TABLE 48
Three Vocational Positions in Home Economics Education
in Alamogordo, Cloudcroft, and Ruidoso
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Cooks	0	19	219	238
Kitchen Workers	0	12	35	47
Maids and Housemen	1	9	15	25
Totals	1	40	269	310

TABLE 49
Fourteen Vocational Positions in Distributive Education
in Albuquerque, Los Lunas, Belen, and Socorro
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Hotel and Restaurant Managers	0	24	13	37
Retail Managers	6	144	104	254
Buyers and Department Heads	2	23	13	38
Sales Managers	4	36	37	77
Service Station Managers	2	28	33	63
Insurance Salesmen	4	35	15	54
Real Estate Salesmen	12	24	25	61
Securities Salesmen	2	82	1	85
Sales Clerks	23	538	473	1034
Motel Managers	0	5	51	56
Routemen	2	118	75	195
Filling Station Attendants	9	135	284	428
Stock Boys	0	33	73	106
Salesmen	45	650	364	1059
Totals	111	1875	1561	3547

TABLE 50
 Twenty-Six Vocational Positions in Office Education
 in Albuquerque, Los Lunas, Belen, and Socorro
 Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Accounting Clerks	1	24	12	37
Credit Men	1	14	13	28
Administrative Secretaries	1	17	3	21
Office Managers	1	73	7	81
Financial Institution Managers	2	17	50	69
Bookkeeping Machine Operators	0	13	11	24
Checkers	2	21	38	61
General Office Clerks	12	725	390	1127
Tellers	0	70	37	107
New-Account Clerks	0	22	4	26
File Clerks	2	52	22	76
Receptionists and Information Clerks	1	66	86	153
Service Clerks	0	16	4	20
Office Machine Operators	2	43	19	64
Key-Punch-Duplicator Operators	0	24	14	38
Paymasters, Payroll Clerks and Timekeepers	0	26	7	33
Post Office Clerks	20	98	45	163
Secretaries	14	1090	355	1459
Shipping and Receiving Clerks	1	40	10	51
Statistical Clerks	0	200	111	311
Stenographers and Typists	11	729	346	1086
Clerk-Typists	8	1215	459	1682
Stock Clerks	8	119	62	189
Telephone Operators	3	95	37	135
General Clerks	0	10	19	29
Bookkeepers and Cashiers	4	242	234	480
Totals	94	5061	2395	7550

TABLE 51
Fifty-Six Vocational Positions in Trade and Industry Education
in Albuquerque, Los Lunas, Belen, and Socorro
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Personnel Managers	2	17	8	27
Airplane Pilots	3	8	4	15
Dancers	1	9	8	18
Draftsmen	5	47	21	73
Aeronautical Draftsmen	0	100	20	120
Electrical Draftsmen	0	30	0	30
Mechanical Draftsmen	0	45	32	77
Photographers	0	25	14	39
Electronic Equipment Operators	0	206	36	242
Service Managers	0	26	7	33
Production Managers	0	46	17	63
General Foremen	0	41	18	59
Messengers and Delivery Boys	2	397	40	439
Laboratory Assistants	0	71	55	126
Mail Carriers	0	90	24	114
Medical Laboratory Technicians	6	113	34	153
Physicians' and Dentists' Assistants and Attendants	0	24	23	47
X-Ray Technicians	2	50	22	74
Waiters and Waitresses	15	324	352	691
Agents and Appraisers	6	47	6	59

TABLE 51
(continued)

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Bus Boys	6	31	18	55
Barbers	6	23	53	82
Beauticians	24	93	62	179
Practical Nurses	8	188	50	246
Nurses' Aides and Orderlies	8	755	336	1099
Guards and Watchmen	2	54	20	76
Policemen	24	149	56	229
Janitors	7	396	153	556
Porters	12	111	4	127
Printers	2	14	98	114
Pressmen	4	25	10	39
Jewelers and Watchmakers	2	8	19	29
Machinists	9	54	17	80
Machine Shop Operators	0	35	8	43
Welders	1	70	33	104
Electricians	12	71	39	122
Construction Machinery Operators	1	45	42	88
Brick and Stone Masons and Tile Setters	2	29	14	45
Carpenters	2	34	60	96
Painters	5	68	51	124

TABLE 51
(continued)

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Plumbers and Steamfitters	2	91	76	169
Drivers: Bus, Taxi, Truck	7	316	102	425
Linemen and Servicemen, T&T	0	750	203	953
Miscellaneous Equipment Operators	0	82	194	276
Millwrights	0	43	10	53
General Automobile Mechanics	15	174	216	405
Household Appliance Repairmen	13	103	31	147
Building Maintenance Men	35	145	74	254
Warehouse Laborers	0	78	94	172
Construction Foremen	0	24	25	49
Transportation, Communication, and Utilities Foremen	0	46	9	55
Parking Lot Attendants	0	60	12	72
Packers, Wrappers, and Craters	3	34	9	46
Electrician Apprentices	0	54	35	89
General Laborers	48	535	569	1152
Construction Laborers	5	40	145	190
Totals	307	6544	3688	10539

TABLE 52
Seven Vocational Positions in Agricultural Education
in Albuquerque, Los Lunas, Belen, and Socorro
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Agricultural Products Inspectors	8	0	0	8
Yardmen	0	15	19	34
Butchers and Meat Cutters	0	7	16	23
Dairy Farm Hands	2	7	26	35
General Farm Hands	0	15	65	80
Grounds Keepers	1	55	2	58
Packers, Wrappers, and Craters	0	15	15	30
Totals	11	114	143	268

TABLE 53
Thirteen Vocational Positions in Home Economics Education
in Albuquerque, Los Lunas, Belen, and Socorro
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Nursemaids	0	1	14	15
Maids and Housemen	12	123	180	315
Housekeepers, Stewards, and Hostesses	1	49	47	97
Cooks	26	216	185	427
Cafeteria Waiters	7	66	25	98
Kitchen Workers	2	195	227	424
Special Diet Workers	0	15	7	22
Bakers	0	65	11	76
Dressmakers and Seamstresses	0	16	19	35
Laundry and Cleaning Workers	13	148	100	261
Baker's Helpers	0	56	23	79
Sewing Machine Operators	10	56	33	99
Matrons	0	209	54	263
Totals	71	1215	925	2211

TABLE 54
Nine Vocational Positions in Distributive Education
in Artesia, Carlsbad, and Roswell
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Retail Managers	4	52	81	137
Sales Managers	0	10	11	21
Salesmen	13	105	200	318
Sales Clerks	14	183	255	452
Routemen	0	13	35	48
Filling Station Attendants	20	69	162	251
Hotel and Restaurant Managers	0	4	10	14
Service Station Managers	6	14	40	60
Stock Boys	1	209	110	320
Totals	58	659	904	1621

TABLE 55
Nine Vocational Positions in Office Education
in Artesia, Carlsbad, and Roswell
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Bookkeepers and Cashiers	7	98	111	216
Checkers	11	69	54	134
General Office Clerks	1	74	92	167
Receptionists and Information Clerks	3	7	23	33
Secretaries	6	53	88	147
Stenographers and Typists	4	44	27	75
Telephone Operators	1	24	24	49
Office Machine Operators	7	5	3	15
Desk Clerks	0	3	8	11
Totals	40	377	430	847

TABLE 56
Twenty-One Vocational Positions in Trade and Industry Education
in Artesia, Carlsbad, and Roswell
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Messengers and Delivery Boys	0	16	94	110
Bartenders	3	26	49	78
Waiters and Waitresses	22	689	510	1221
Policemen	0	25	5	30
Janitors	2	177	103	282
Printers	1	32	5	38
Welders	2	28	14	44
Miners and Mining Machine Operators	1	30	49	80
Drivers: Bus, Taxi, Truck	5	81	63	149
Linemen and Servicemen, T&T	1	10	19	30
General Automobile Mechanics	5	77	33	115
Maintenance Mechanics	6	44	19	69
Retail and Wholesale Trade Foremen	0	17	7	24
General Laborers	2	44	73	119
Draftsmen	5	6	10	21
Nurses' Aides and Orderlies	1	3	60	64
Electricians	0	23	14	37
Carpenters	3	10	52	65
Warehouse Laborers	0	20	24	44
Plumbers and Steamfitters	0	5	6	11
Beauticians	3	13	25	41
Totals	62	1376	1234	2672

TABLE 57
Four Vocational Positions in Agricultural Education
in Artesia, Carlsbad, and Roswell
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Grounds Keepers	17	9	5	31
General Laborers	5	42	16	63
Butchers and Meat Cutters	0	17	16	33
Farm Mechanics	0	10	3	13
Totals	22	78	40	140

TABLE 58
Seven Vocational Positions in Home Economics Education
in Artesia, Carlsbad, and Roswell
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Sales Clerks	1	5	35	41
Maids and Housemen	8	29	59	96
Housekeepers, Stewards and Hostesses	1	9	20	30
Cooks	1	174	111	286
Kitchen Workers	5	328	269	602
Laundry Workers	7	84	57	148
Nurse Maids	1	13	11	25
Totals	24	642	562	1228

TABLE 59
Seven Vocational Positions in Distributive Education
in Lordsburg, Silver City, Deming, and Truth or Consequences
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Retail Managers	0	14	8	22
Wholesale Managers	0	2	10	12
Sales Clerks	1	16	45	62
Filling Station Attendants	8	43	89	140
Service Station Managers	1	10	14	25
Stock Boys	1	17	13	31
Hotel and Restaurant Managers	0	0	15	15
Totals	11	102	194	307

TABLE 60
Nine Vocational Positions in Office Education
in Lordsburg, Silver City, Deming, and Truth or Consequences
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Bookkeepers and Cashiers	1	32	51	84
Checkers	1	6	37	44
General Office Clerks	0	14	46	60
Tellers	0	30	21	51
Secretaries	13	41	37	91
Desk Clerks	0	10	42	52
Insurance Clerks	0	10	11	21
Receptionists and Information Clerks	0	35	26	61
Stenographers and Typists	0	8	17	25
Totals	15	186	288	489

TABLE 61
Fourteen Vocational Positions in Trade and Industry Education
in Lordsburg, Silver City, Deming, and Truth or Consequences
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Medical Laboratory Technicians	0	22	16	38
Practical Nurses	4	56	30	90
Nurses' Aides and Orderlies	0	208	128	336
Policemen	1	27	8	36
Machinists	60	11	15	86
Electricians	1	14	19	34
Miners and Mining Machine Operators	30	40	61	131
Construction Machinery Operators	1	6	21	28
Drivers: Bus, Taxi, Truck	0	9	40	49
General Automobile Mechanics	1	15	12	28
Maintenance Mechanics	1	11	28	40
General Laborers	3	26	64	93
Construction	0	16	1	17
Waiters and Waitresses	1	15	172	188
Totals	103	476	615	1194

TABLE 62
 Two Vocational Positions in Agricultural Education
 in Lordsburg, Silver City, Deming, and Truth or Consequences
 Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Grounds Keepers	0	12	4	16
General Laborers	0	3	3	6
Totals	0	15	7	22

TABLE 63
Four Vocational Positions in Home Economics Education
in Lordsburg, Silver City, Deming, and Truth or Consequences
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Cooks	0	33	72	105
Maids and Housemen	1	16	71	88
Kitchen Workers	0	14	95	109
Laundry and Cleaning Workers	0	7	16	23
Totals	1	70	254	325

TABLE 64
Ten Vocational Positions in Distributive Education
in Lovington and Hobbs
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Retail Managers	0	45	21	66
Salesmen	4	27	52	83
Insurance Salesmen	5	5	0	10
Sales Clerks	2	91	70	163
Filling Station Attendants	1	41	105	147
Stock Boys	0	141	154	295
Hotel and Restaurant Managers	0	0	26	26
Insurance Salesmen	3	10	2	15
Sales Managers	0	1	10	11
Service Station Managers	0	2	13	15
Totals	15	363	453	831

TABLE 65
Eight Vocational Positions in Office Education
in Lovington and Hobbs
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Office Managers	0	9	4	13
Bookkeepers and Cashiers	0	37	47	84
Checkers	0	14	30	44
General Office Clerks	0	53	29	82
Bills and Account Collectors	0	17	5	22
Secretaries	2	31	47	80
Stenographers and Typists	0	8	14	22
Stock Clerks	0	14	6	20
Totals	2	183	182	367

TABLE 66
Twenty-Four Vocational Positions in Trade and Industry Education
in Lovington and Hobbs
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Branch Managers	2	9	8	19
Service Managers	0	10	3	13
Production Managers	0	9	7	16
Messengers and Delivery Boys	0	17	7	24
Waiters and Waitresses	3	7	149	159
Janitors	0	25	30	55
Practical Nurses	0	10	4	14
Nurses' Aides and Orderlies	0	10	15	25
Sheet Metal Workers	0	2	25	27
Welders	2	19	80	101
Construction Machinery Operators	0	17	6	23
Carpenters	6	26	18	50
Drivers: Bus, Taxi, Truck	5	29	39	73
Miscellaneous Equipment Operators	0	16	2	18
Rotary Drillers	0	7	6	13
General Automobile Mechanics	5	36	26	67
Electrical Automotive Equipment Repairmen	2	14	4	20
Building Maintenance Men	1	12	13	26
Construction Foremen	0	12	8	20
Household Appliance Servicemen	0	16	2	18
Warehouse Laborers	0	17	10	27
Rotary Driller Helpers	0	18	18	36
General Laborers	0	19	215	234
Construction Laborers	4	23	14	41
Totals	30	380	709	1119

TABLE 67
Three Vocational Positions in Agricultural Education
in Lovington and Hobbs
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Butchers and Meat Cutters	0	17	9	26
Butchers and Meat Cutters' Helpers	0	2	7	9
Department Foremen	0	4	3	7
Totals	0	23	19	42

TABLE 68
Seven Vocational Positions in Home Economics Education
in Lovington and Hobbs
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Branch Managers	0	10	2	12
Cooks	0	9	21	30
Maids and Housemen	0	48	16	64
Bus Boys	0	0	10	10
Packers, Wrappers, and Craters	0	10	3	13
Laundry and Cleaning Workers	0	3	15	18
Sewing Machine Operators	8	7	0	15
Totals	8	87	67	162

TABLE 69
Twelve Vocational Positions in Distributive Education
in Clovis, Portales, Tucumcari, and Santa Rosa
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Retail Managers	2	25	25	52
Sales Managers	0	3	17	20
Service Station Managers	1	3	38	42
Insurance Agents	6	39	14	59
Salesmen	6	38	20	64
Insurance Salesmen	1	10	3	14
Real Estate Salesmen	6	19	4	29
Sales Clerks	9	127	209	345
Filling Station Attendants	15	29	138	182
Stock Boys	0	44	83	127
Buyers and Department Heads, Stores	0	10	3	13
Routemen	0	11	11	22
Totals	46	358	565	969

TABLE 70
Eight Vocational Positions in Office Education
in Clovis, Portales, Tucumcari, and Santa Rosa
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Bookkeepers and Cashiers	22	60	99	181
Checkers	0	12	36	48
General Office Clerks	2	47	47	96
Tellers	0	19	2	21
Loan-Approval Agents	0	6	5	11
Receptionists and Information Clerks	0	5	50	55
Secretaries	5	71	58	134
Stenographers and Typists	1	10	5	16
Totals	30	230	302	562

TABLE 71
Twenty-Eight Vocational Positions in Trade and Industry Education
in Clovis, Portales, Tucumcari, and Santa Rosa
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
County and City Officials	0	14	0	14
Radio Announcers	1	1	15	17
Messengers and Delivery Boys	0	5	29	34
Agents and Appraisers	0	4	23	27
Bartenders	0	4	36	40
Bellmen	0	2	27	29
Waiters and Waitresses	6	227	756	989
Bus Boys	0	0	32	32
Beauticians	3	6	17	26
Fire Marshals	2	0	18	20
Janitors	1	50	71	122
Elevator Operators	0	0	15	15
Shoe Repairmen	0	5	5	10
Electricians	1	20	55	76
Construction Machinery Operators	1	33	32	66
Drivers: Bus, Taxi, Truck	1	23	77	101
Miscellaneous Equipment Operators	4	15	8	27
General Automobile Mechanics	5	28	33	66
Household Appliance Repairmen	1	10	6	17
Warehouse Laborers	0	9	88	97
General Laborers	2	14	46	62
Automobile Body, Fender, and Radiator Mechanics	2	8	6	16
Construction Laborers	1	2	51	54
Social and Welfare Workers	0	0	25	25
Contractors	0	10	20	30
Nurses' Aides and Orderlies	0	0	16	16
Painters	0	15	2	17
Carpenters' Apprentices	0	6	6	12
Totals	31	511	1515	2057

TABLE 72
Eleven Vocational Positions in Agricultural Education
in Clovis, Portales, Tucumcari, and Santa Rosa
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
General Foremen	2	11	7	20
Salesmen	1	15	3	19
Elevator Operators	0	7	2	9
General Farm Hands	3	8	28	39
Grounds Keepers	0	14	11	25
Grain, Flour and Feed Millers	0	11	13	24
Butchers and Meat Cutters	0	45	31	76
Tractor Mechanics	1	6	4	11
Maintenance Mechanics	0	10	2	12
Grain and Feed Mill Laborers	0	0	11	11
Slaughtering and Meat Packing Laborers	0	15	9	24
Totals	7	142	121	270

TABLE 73
 Seven Vocational Positions in Home Economics Education
 in Clovis, Portales, Tucumcari, and Santa Rosa
 Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Maids and Housemen	1	10	110	121
Cooks	4	99	94	197
Kitchen Workers	1	41	159	201
Laundry and Cleaning Workers	0	24	30	54
Housekeepers, Stewards and Hostesses	1	3	10	14
House Mothers	0	5	5	10
Upholsterers	1	4	3	8
Totals	8	186	411	605

TABLE 74
Eleven Vocational Positions in Distributive Education
in Santa Fe, Taos, Espanola, Los Alamos, and Las Vegas
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Retail Managers	8	25	37	70
Buyers and Department Heads, Stores	0	11	8	19
Salesmen	5	54	30	89
Real Estate Salesmen	2	4	4	10
Sales Clerks	19	192	207	418
Filling Station Attendants	2	24	246	272
Hotel and Restaurant Managers	2	5	9	16
Routemen	0	25	23	48
Stock Boys	2	30	96	128
Service Station Managers	0	1	12	13
Motel Managers	0	1	6	7
Totals	40	372	678	1090

TABLE 75
Twelve Vocational Positions in Office Education
in Santa Fe, Taos, Espanola, Los Alamos, and Las Vegas
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Bookkeepers and Cashiers	1	98	108	207
Property-Repair-Authorization Clerks	5	20	5	30
Accounting Clerks	38	0	1	39
Cryptographers	2	10	4	16
Checkers	2	46	34	82
General Office Clerks	53	77	94	224
Tellers	1	35	30	66
Secretaries	12	94	80	186
Stenographers and Typists	47	21	21	89
Stock Clerks	1	6	10	17
Telephone Operators	4	11	8	23
Desk Clerks	1	25	7	33
Totals	167	443	402	1012

TABLE 76
Thirty-Five Vocational Positions in Trade and Industry Education
in Santa Fe, Taos, Los Alamos, and Las Vegas
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Floral Designers	0	8	30	38
Reporters	10	10	1	21
Security Officers	0	51	12	63
Civil Engineers	4	0	9	13
Library Assistants and Attendants	1	9	16	26
Draftsmen	6	36	16	58
Beauticians	7	13	25	45
Messengers and Delivery Boys	2	2	8	12
Data Analysts	3	6	4	13
Radio Operators	0	8	15	23
Bartenders	1	21	16	38
Practical Nurses	7	20	7	34
Waiters and Waitresses	6	101	251	358
Ward Attendants	32	0	0	32
Bus Boys	0	2	15	17
Construction Machinery Operators	0	13	35	48
Barbers	0	6	18	24
Painters	0	1	18	19
Ushers	0	6	2	8
Linemen	4	19	0	23
Janitors	20	57	44	121
Firemen	1	27	8	36
Printers	0	4	13	17
Machinists	5	5	25	35
Machine Shop Operators	0	20	5	25

TABLE 76
(continued)

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Carpenters	0	9	6	15
Plumbers and Steamfitters	0	16	6	22
Drivers: Bus, Taxi, Truck	1	29	14	44
General Automobile Mechanics	19	80	35	134
Household Appliance Repairmen	6	22	12	40
Building Maintenance Men	3	58	8	69
Machinists' Apprentices	5	30	9	44
General Laborers	36	70	93	199
Recreational Leaders	0	15	15	30
Physicists (Technicians)	35	40	42	117
Totals	214	814	817	1845

TABLE 77
Four Vocational Positions in Agricultural Education
in Santa Fe, Taos, Espanola, Los Alamos, and Las Vegas
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Grounds Keepers	4	4	9	17
Butchers and Meat Cutters	0	4	0	4
Yardmen	0	1	12	13
Dairy Farm Hands	0	0	15	15
Totals	4	9	36	49

TABLE 78
Nine Vocational Positions in Home Economics Education
in Santa Fe, Taos, Espanola, Los Alamos, and Las Vegas
Showing Greatest Present and/or Projected Occupational Personnel Needs

Job Title	Vacancies	Projected Needs	Turn-Over	Total
Maids and Housemen	11	30	27	68
Cooks	20	45	27	92
Bakers	2	10	5	17
Laundry and Cleaning Workers	30	26	8	64
Kitchen Workers	1	54	156	211
Dressmakers and Seamstresses	4	7	1	12
Retail Managers	0	0	12	12
Cafeteria Workers	8	3	1	12
Sales Clerks	0	0	20	20
Totals	76	175	257	508

CHAPTER IV

Summary, Conclusions, and Recommendations

It should be emphasized that the vast scope of the statewide study of occupations has made it possible to present only a summary of the study in this report. For example, the Albuquerque portion of the study alone represents more than 200 pages in tabular data.

Data have been presented in separate reports for each of the New Mexico population centers studied. These data include a projection for all occupations, wage scales currently paid, educational level desired for each occupation, additional training needed, the number of positions demanding vocational graduates, and the number and kind of positions which employers would accept on the job trainees participating in vocational programs. Persons interested in detailed information concerning specific population centers should consult the reports for each center which were previously distributed.

The total present and projected needs by cities and cumulatively, show that the current programs in vocational education must be expanded to meet the state's growing needs. This consideration is especially true when the following facets are reviewed:

1. Although every effort was made to locate each firm or business in each population center, all firms could not be identified, some presented only partial information, thus voiding this source, and some refusals were experienced.
2. Data were conservative, especially for the small businessman who typically does not project long - range plans. Many of the 11,000 firms and businesses were of this nature.

3. Projections in terms of needs by firms and businesses probably were not made on the basis of expanding population and the possible influx in the future by small industry. This latter potential for the state could have much impact upon future needs.
4. Projected needs in home economics is likely to be quite conservative as categories for this division were not clearly defined at the time of the study. The broader need for all students for food and nutritional studies - clothing and sewing, child care and home management, and other dimensions of home economics were not considered in the study.
5. The data for agricultural education are incomplete. An analysis of data after their collection revealed that interviewers in most cases neglected to contact agricultural businesses and firms outside the city limits. (Most often such businesses are located on the outskirts of towns and cities). It should be further considered that interviews did not encompass the present and projected needs of New Mexico's second largest producing industry. The state's 14,600 farms and ranches which gross annually more than 265 million dollars in products marketed and have 1.3 billion dollars in assets.

Expansion in New Dimensions Suggested

It readily can be concluded through a review of data concerning the respective population centers that administrators and vocational educators should:

1. Plan appropriate programs to up grade persons in occupations which employers have indicated that such training would increase workers' earning power.
2. Develop both short and long range adult vocational education programs to meet unique needs. For example, the data indicate a vast number of personnel needed in service type positions such as maids, cooks, service station attendants, and similar types of positions. Such positions likely lend themselves to short intensive vocational programs. Other more skilled and technical programs obviously would demand highly specialized training and for greater periods of time.

The data concerning occupational needs in highest demand were realized by combining selected population centers designated by Dr. M.G. Hunt, State Director of Vocational Education. No attempt was made by Dr. Hunt or the writers to support

or refute these centers as future area vocational schools. They were used simply as what seemed to be logical centers for comparison and exploration as area schools. Before the State Board of Education makes a final decision and designates selected area schools, it would likely want to systematically analyze the following:

1. The geographical areas' financial and population bases.
2. The availability of a variety of adequate training centers in business and industry. (These data have been presented in individual reports for the population centers).
3. The willingness, or lack of it, upon school districts to unite in a post high school area vocational school, and in some cases, transporting high school pupils to vocational centers for an effective use of more and better vocational offerings.
4. The commuting distances feasible for the areas' participants.
5. Anticipated population and industrial growth by geographical areas.
6. The total per cent of high school graduates by areas not earning college degrees. (Approximately 80 per cent of the state's high school graduates are not earning a college degree).
7. Needed programs in vocational education for geographical areas experiencing high drop out rates.

It is most apparent that legislative action must be taken to permit needed further development of area vocational schools in New Mexico. Current statutes are far too restrictive and allow little latitude for future development of such schools.

Efforts should be made by the State Board of Education to explore the possibility of cooperatively planning and conducting future occupational studies with the Employment Security Commission with shared financial responsibilities. Such studies

should provide an identification (as this study has attempted) of occupational needs classified according to the respective vocational divisions. Further, five year intervals are probably maximum periods between such studies as occupational needs change rapidly.

A Final Word of Caution

Data presented in this summary and individual reports previously distributed should be used with discretion. Educators and others planning vocational programs should remember that 20 per cent of the population (nationally) move every five years to a state other than that of their birth. Good vocational programs and well trained vocational graduates provide opportunity for excellent mobility within and outside the state. For this reason, vocational programs should not be geared totally to local or area needs.

Finally, since data alone rarely tell a complete story or suggest all considerations, vocational programs should be developed through careful study and planning by the most qualified personnel available. For this reason, local and area populations interested in the development of new or expanded vocational programs should make every available use of Dr. M. G. Hunt and members of his vocational staff. Where problems are of a unique nature and scope, Dr. Hunt can also secure qualified professionals through the U.S. Office of Education.